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SABIS® INTERNATIONAL CHARTER SCHOOL

*1997-98 Public Charter School Application
Massachusetts Department of Education*

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I. Applicant Information Sheet

(This sheet must be attached to the prospectus and final application.)

This application is for a (check one):

Commonwealth Charter Horace Mann Charter

(Please Type)

Name of Proposed Charter School SABIS® International Charter School

School Address (if known) 131 Central Street

School Location (City/Town) Foxboro, Massachusetts 02035

Name of Group Applying for the Charter SABIS® International Charter School Board
in Foxboro

Contact Person Edward P. Hickey / Linda Byers

Address 6 Maple Place / SABIS® Educational Systems, Inc. 6385 Beach Road

City Foxboro / Eden Prairie State MA / MN Zip 02035 / 55344

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(612) 941-3500

E-mail: sabislinda@aol.com

The proposed school will open in the fall of school year: 1998-99 1999-00

School Year	Grade Levels	Total Student Enrollment
First Year	K - 8	650
Second Year	K - 9	800
Third Year	K - 10	950
Fourth Year	K - 11	1100
Fifth Year	K - 12	1200

Will this school be a Regional Charter School? Yes No

School Districts from which students are expected to come (use additional sheets if necessary):

<u>Attleboro</u>	<u>Medfield</u>	<u>Norwood</u>
<u>Avon</u>	<u>Medway</u>	<u>Plainville</u>
<u>Brockton</u>	<u>Millis</u>	<u>Sharon</u>
<u>Canton</u>	<u>Norfolk</u>	<u>Stoughton</u>
<u>Foxboro</u>	<u>North Attleboro</u>	<u>Walpole</u>
<u>Mansfield</u>	<u>Norton</u>	<u>West Bridgewater</u>
		<u>Wrentham</u>

III. Commonwealth Charter School Certification Statement

Proposed Charter School Name SABIS® International Charter School

Proposed School Location (City/Town) 131 Central Street, Foxboro, MA 02035

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further, I understand that, if awarded a charter, the proposed school shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

Signature of
Authorized Person Edward P. Hickey Date 12/22/97

Print/Type Name Edward P. Hickey

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ABSTRACT

- **MISSION**

The mission of the SABIS® International Charter School is to provide a quality college preparatory education to children of different races, nationalities, and backgrounds. Children will be taught to perform to the best of their abilities, and to achieve academic excellence in a global context. The comprehensive K-12 program will prepare students for success in colleges and universities and will foster an appreciation for knowledge that lasts a lifetime. The school will develop and strengthen students' ethical, moral, and civic values and will mold young men and women with the knowledge, skills, and social judgment to face the challenges of the times.

- **EDUCATIONAL PHILOSOPHY**

It is the SABIS® philosophy that all students can achieve high levels of academic progress if they have the desire to learn and no learning gaps are allowed to form. To address this, SABIS® emphasizes motivating the students and providing a program which allows students to learn systematically and efficiently. Key elements of the SABIS® approach include:

- Evaluation of incoming students to determine pre-existing learning gaps;
- Immediate, intensive attention to fill any gaps that do exist;
- A detailed and comprehensive curriculum which guides instructors in teaching essential skills and knowledge required for academic success;
- Teaching methods which keep students engaged and learning efficiently; and
- A Student Life program which creates positive attitudes and behaviors.

- **MOST IMPORTANT GOALS AND EXPECTED OUTCOMES**

The goal of the SABIS® International Charter School is to produce superbly educated students who will have the character traits, skills and knowledge (both academic and personal) to successfully pursue any path in life they choose. At the SABIS® International Charter School children will discover the excitement of learning, the value of hard work, and the sense of achievement that comes from being held to high standards of academic excellence. A diverse, multi-ethnic student body and an environment which fosters tolerance, individuality, and respect for adults and students alike will promote the goals of the SABIS® International Charter School. A significant aspect of the School is to provide a college preparatory education; thus, the realistic expectation of obtaining a college degree becomes available to all students.

I. NARRATIVE

1. Mission Statement:

What is the purpose of the school?

The purpose of the SABIS® International Charter School is to provide a quality college preparatory education to children of different races, nationalities, and backgrounds. Children will be taught to perform to the best of their abilities, and to achieve academic excellence anywhere in the world. The comprehensive K-12 program will prepare students for success in colleges and universities and will foster a lifelong appreciation for knowledge and interest in learning. The school will develop and strengthen students' ethical, moral, and civic values and will mold young men and women with the knowledge, skills, and social judgement to face the challenges of an increasingly complex international environment.

A key component of the SABIS® philosophy and purpose is that all students can learn and all students, including those of average or below average ability, can achieve high academic standards provided they want to learn and they are not allowed to develop gaps during the learning process. Thus, by motivating students, fostering a desire to learn, and providing an efficient and high quality educational experience, each child can be helped to achieve his or her full potential.

The School will help students achieve levels of excellence by using a curriculum that prepares them to meet the various entrance requirements of top universities and colleges around the world. Students will acquire the knowledge and skills necessary to successfully continue their education and pursue the careers they choose.

2. Statement of need:

A. Why is this kind of school needed in this community?

The SABIS® International Charter School will serve nineteen cities and towns: Foxboro, Sharon, Walpole, Norfolk, Norton, Avon, Wrentham, Plainville, North Attleboro, Mansfield, Brockton, Canton, Medfield, Millis, Medway, Attleboro, Stoughton, Norwood, and West Bridgewater. While there are other regional schools in the area, SABIS® International Charter School will be the first regional school in the area to provide families with a quality college preparatory program starting in kindergarten and extending through high school. The School creates a meaningful alternative within the public school system by promoting excellence and diversity in education, and fostering tolerance, individuality, and respect for teachers and other students. The 110 year old track record of the SABIS® System and the success of its alumni in gaining admission to leading colleges and universities internationally cannot be matched by any existing public school in the region.

Unlike other schools in the region, the School provides such things as an all day kindergarten program, a mandatory second language taught daily by native speakers starting in Kindergarten, and a frequent testing program which identifies, monitors and addresses any learning gaps as they develop. If a student shows a lack of understanding for or mastery of a topic, an immediate tutoring strategy and action program is designed.

B. Why is a charter necessary in order for the program to exist or succeed?

A charter is necessary because it allows SABIS® the flexibility to hire the person most qualified to teach the subject matter. SABIS® seeks and hires teachers who possess a high degree of expertise, some of whom hold a Ph.D. in their subject area, but all of whom may not have a teaching degree. It is the belief of SABIS® that such an individual may be more qualified to teach the subject of his/her expertise than another individual who has a teaching diploma without sufficient subject knowledge.

Accountability is another reason a charter is necessary. SABIS® requires all staff members to be accountable for providing and supporting the best educational opportunity possible for the students. All staff members are at-will employees and are evaluated on performance rather than tenure. This also applies to the accountability SABIS® has to the Board. If SABIS® does not adhere to the mission and philosophy of the School, the Board can seek another educational provider for the School.

The School is reflective of the true intent of the Charter Law in Massachusetts by providing an alternative approach to education. The School will follow the SABIS® philosophy and methods in such ways as using the set SABIS® curriculum, implementing a language program starting in Kindergarten, hiring and training an all new staff, requiring uniforms of students, testing for learning gaps, and implementing immediate resolutions if gaps do appear. The School offers a distinctively different alternative for parents and students.

C. What evidence exists that there is a sufficient demand for the educational program you are proposing?

Even during this busy holiday season, some 100 community members have shown interest in the SABIS® International Charter School by attending public meetings that were held over the recent weeks. Parents, teachers, other professionals and the news media were in attendance. The majority of these people offered verbal support for the School, with some intending to submit letters of support directly to the Commissioner of Education.

Many of the parents in attendance indicated they were looking for an alternative to the schools available to their children in the region. Additional SABIS® features that received strong support from parents are the World Language program, the rigorous curriculum, the discipline and uniform code, the all day Kindergarten program, the frequent assessment of students performance, the long and proven track record of

SABIS® over the last 110 years, and the accountability of the program, as well as of the staff.

3. Educational Program:

A. What will be the school's educational approach?

The educational approach of the School will follow the SABIS® Educational System, Inc. approach which is currently being used in charter schools in Springfield and Somerville, Massachusetts, in two locations in Chicago, and in fourteen private schools in eight countries. These eighteen SABIS® schools serve a total of nearly 14,000 students (see Appendix A – “What Is SABIS®”).

B. What will be the major sources for the school's curriculum?

The SABIS® curriculum is a well-defined and rigorous curriculum emphasizing Math, English, and a Second Language from Kindergarten through Grade 12. It also contains a strong Science component along with Social Studies, Computers, Fine Arts and Physical Education. The curriculum has a successful track record over the past 110 years and is constantly being reviewed, adapted, and upgraded to meet current and local needs (see Appendix B – Curriculum Summary).

C. What educational theory, school design, or teaching methodology will be the foundation of the educational program?

The foundation of the SABIS® International Charter School will be the SABIS® curriculum and methodology currently being used worldwide. SABIS® believes that by teaching a standardized, comprehensive curriculum emphasizing the core subjects of English, Math, and World Language, and by utilizing the SABIS® testing system, teachers will be able to help students master all essential concepts required in each grade and students will progress quickly.

The SABIS® administration bears the responsibility for setting, achieving, and maintaining high standards. The administration sets the syllabi for all classes and measures the attainment of objectives. The curriculum is based on essential concepts. An essential concept is defined as one that is needed for future learning, and which will not be formally taught again. For example, the concept of converting from decimals to percentages is not an essential concept in fifth grade; it becomes essential in sixth grade, because it is a concept needed for future math, and it will not be formally taught in future math classes.

Teachers are trained in methods that emphasize maximizing the subject content coverage by pacing students through the set curriculum as rapidly as possible, without sacrificing the expected levels of mastery. Teachers use the “Point System” to qualify the “points” to be taught during the class period. Each point is listed on the board and addressed independently. Each point is taught to the class through presentation, explanation, examples, questions, etc. Students must then show

understanding in writing. The teacher monitors the work and re-teaches if necessary before continuing to the next point. Student peer leaders (academic prefects) help teachers in checking the work of fellow class members (see Appendix C – Effective Teaching).

Weekly testing is used to detect learning gaps as soon as they form. If gaps occur, an intensive tutoring program is immediately implemented through the use of peer or teacher tutors, small group help, or by re-teaching the concept to the entire class.

D. How will student performance be assessed?

Continuous evaluation of and feedback on student learning is an integral part of the SABIS® instructional process. It verifies that students have successfully acquired crucial skills (i.e. reading) and fundamental knowledge. These skills and knowledge are of special value because they are the tools and the foundation upon which future, more complex learning will be built.

The School will utilize a systematic testing program, with testing time and intensity appropriate to the grade level. The student performance assessment measures that will be used by the SABIS® International Charter School are:

Academic Monitoring System: The SABIS® Academic Monitoring System, hereafter referred to as AMS, is intended to monitor student learning, and is also considered a teaching tool, a part of the instructional process. AMS is used heavily in Math and English. AMS tests are objective computer corrected tests that are administered on a weekly basis. The tests are designed to check student learning, mastery, and long-term retention. Test items are intended to evaluate basic or core concepts, and focus predominantly on factual information and applications.

Weekly tests: These tests may include some objective questions for a quick check of material taught, as well as essay type questions which require higher thinking skills and writing ability.

Exams - Cumulative tests: These may be any combination of chapter tests and unit tests, or written cumulative tests designed to measure mastery of concepts taught over a longer span of time. Test items cover the comprehensive course content, as well as evaluate more advanced thought processes.

Exams - Finals: Final exams are given at the end of each term to determine mastery of concepts taught over the full term. The end of year final examination measures student achievement over the course of the entire academic year.

In addition to this in-house testing system the SABIS® International Charter School will also administer other standardized tests, including:

- MCAS and all other state mandated tests,

- IOWA Basic Skills Tests,
- PSAT and SAT, and
- AP tests (Advanced Placement for college credit).

These results will be compared with initial testing scores and early benchmark standards to determine progress in the education of each individual student.

E. How will students with special needs and those who cannot speak English proficiently be served in accordance with the state and federal laws?

All students who qualify for special education will receive all of the special needs services required by law, i.e. speech therapy, physical therapy, occupational therapy, etc. Students with special needs will be evaluated and an appropriate Individualized Education Plan (IEP) will be drawn up and implemented under the guidance of qualified staff.

The philosophy of SABIS® is that labels affixed to many students often severely restrict their educational opportunities. SABIS® believes that all children can learn and if a student is placed at the appropriate level within the program he/she will thrive. Based on the critical importance SABIS® places on reading skills, a sixth grade student, for example, who is reading at a second grade level would receive an intensive reading curriculum until the reading skills have improved significantly. Based on past experience, it may not take a full school year before the student joins his/her class in a more traditional schedule. Students with limited special needs will be included in the regular program and activities according to their abilities.

Students with Limited English Proficiency will benefit greatly from the SABIS® approach. SABIS® has a wealth of experience in teaching English to non-native speakers due to the fact that all instruction at the SABIS® schools in the eight countries served is taught in English and SABIS® has developed and constantly refined its ESL (English as a Second Language) teaching programs and methods (see Appendix D – History of SABIS).

F. How will the school's schedule and calendar (use of time, length of school day and year) be structured?

The school day will be six and a half to seven and a half hours long for students depending on grade level. Teachers are in school eight hours a day exclusive of lunch. All national holidays are observed. Typically the school closes for two weeks during the winter holiday season, and one week in March for a Spring break. Extended day will be offered to students who require the service or have an interest in activities offered (see Appendix E – Extended Day).

The school year consists of not less than the 180 days of instruction required by Massachusetts law and is divided into three terms. Within each term, three types of instructional days are scheduled to maximize learning – regular instruction days; revision days; and final exam days (see Appendix F – Schedules).

Each term typically consists of 10 or 11 weeks of **regular instruction days**. This is the longest segment of the term during which students are given new material to learn in each of their subjects. Students are given several “weekly” tests and two cumulative examinations during this time.

During the week prior to the final exams, the **revision days**, no new material is taught. Instead, students have an intensive and comprehensive review of the material covered in each class throughout the term. Revision days have a special value. Students learn best through repetition and review; this is a time to give them the opportunity to go over what they have learned before they are finally tested. Revision is comprehensive, but selectively so. In other words, teachers and students need not review every single item they have covered; essential concepts, facts and skills are selected and reviewed. This is also a time that the class may go back in more depth over concepts taught earlier in the term in order to reinforce student knowledge and the ability to apply what they have learned.

Each term ends with a week of **final exams** which are critical to assess student progress. Every effort is made to assure that students perform at an optimal level during these days. Students follow a revised schedule that includes two to three hours each day for students to study, eat lunch and take part in optional activities that allow them to “let loose” and take a break from the rigorous schedule. Grades 1 through 12 take final exams. This time may also be used for special remedial assistance.

4. Accountability:

A. How will the school define, measure, and demonstrate success?

One clear measurement of success will be through the academic improvement made by the students. As a benchmark, within the first several days of each school year, SABIS® will test students for level of prior knowledge using SABIS® diagnostics, as well as standardized tests, and then re-test in April to determine the gain. The Iowa Basic Skills Tests have been a tool for measuring individual student as well as group improvement in the past.

Weekly test scores will measure the ongoing mastery of the essential concepts dictated by the curriculum. Students must demonstrate 100% mastery of these concepts in order for the program to be a true success.

When the program serves K-12, an added definition of success will be demonstrated through the results of college entrance exams (PSAT, SAT, etc.). The School also strives to have its students successfully complete as many Advanced Placement courses and tests as possible during their last three High School years. A number of students within the SABIS® system have successfully completed more than 10 AP tests.

An additional measure of success will be continuing interest in the School by parents and students in attending the SABIS® International Charter School. This very visible measure of success is evidenced by large numbers of students on the waiting lists at the existing SABIS® charter schools, which best demonstrates the demand for the SABIS® program.

B. Please list up to 5 clear and measurable student or school performance objectives and include how the school's progress will be measured relative to each of these objectives.

1. Expected student achievement of an average of a 10 month gain on a nationally standardized test; based on gains experienced in Springfield and Somerville.

Students will be tested using a nationally standardized test during the first week of school. Typically the test will be the Iowa Basic Skills Test so a national ranking can be determined, as well as ranking among other SABIS® Charter Schools across the country. This test will be used as a starting benchmark. Students will also take the Iowa Basic Skills Tests again in April to determine their improvement during the year. A minimum of a 10 month average growth is expected and if this School follows the patterns previously set by SABIS® Charter Schools in Massachusetts, the gains will be even more substantial (see Appendix G – Charter Success).

2. Student mastery of essential concepts per subject:

Through weekly testing, as well as final exams at the end of each term, students will display mastery of essential subject materials as defined by the SABIS® curriculum.

3. Student participation in Student Life:

All students will be encouraged, but not required, to participate in the Student Life program. Student Life provides students with opportunities to develop the strength of character, independence, responsibility for self/others, and confidence to enable them to reverse negative peer pressure and to acquire important “life” skills in communication, cooperation, problem solving and citizenship. Students acquire “points” for their participation in Student Life.

4. Parent satisfaction with the School:

The ultimate measure of parental support and satisfaction will be parents enrolling their child/ren in the school. Further evidence of parental satisfaction is the high level of participation in each existing SABIS® school’s “Parent Connection” organization (See Appendix H--Parent Connection Mission Statement). Also, a waiting list for enrollment in the School will be the best sign of parental support and satisfaction.

(The SABIS® International Charter School of Springfield, MA was the first SABIS® charter school. It opened in the fall of 1995 and has experienced a high rate of

academic success by students and high demand by parents, with a current waiting list of over 1,000 students. An additional SABIS® charter school opened in Somerville, MA in the fall of 1996. It has also been oversubscribed since the beginning and has shown measurable improvement of student academic performance. In September of 1997 two additional SABIS® charter schools opened in Chicago, with about 1,500 students combined, experiencing the same high rate of preference and over-subscription by parents and students.)

5. Graduation rate:

The School will begin its first year as a K-8 program, with the addition of a grade level per year until it is a K-12 program. Through the use of the intensive classes, the tutoring system, and the Academic Monitoring System, a 100% graduation rate is the ultimate goal.

C. How will the school ensure that it meets its goals?

A Director will be appointed by SABIS® Educational Systems, Inc. with the necessary leadership and administrative experience, interpersonal skills, academic knowledge, and the ability to function well within the SABIS® system. He/she will receive special training for this assignment with the declared goals foremost in his/her mind. He/she will also receive on-going support from the worldwide SABIS® organization and network of other schools to meet these goals. Teachers will be hired based on their excellent subject knowledge, fondness for children and enthusiasm for teaching, efficient and effective teaching, classroom management skills, the ability to implement an interactive style of teaching and the flexibility to adopt the SABIS® teaching methods leading the students to, and beyond, required standards.

The expertise of trained SABIS® administrators and teachers from other SABIS® schools will be utilized on an ongoing basis to ensure high standards and goals are met.

Because SABIS®' weekly testing routine will disclose status, progress, or problems in the pursuit of the declared goals on a real-time basis, immediate adjustments and corrections can be made.

5. School Environment:

A. Please describe the ethos you expect to create in your school.

The core concepts of respect and responsibility are the foundation of an environment that encourages students to develop self-control and to reduce the need for teacher or administration interventions.

Through its Student Life organization (see Appendix I - Student Life), role modeling by administrators, teachers and older students the School environment fosters:

- Tolerance – turning cultural differences into sources of enrichment
- Ethical and moral values
- Civic responsibilities
- Active cooperation
- Health consciousness
- Environmental responsibility

A. Please summarize the school's discipline policy or code of conduct.

Every person at the School will be expected to treat every other person with dignity and respect. Any behavior or action which helps someone grow and mature will be encouraged and recognized. Any behavior which interferes with another person's growth will not be tolerated. The following six directives represent the basic beliefs of the School. The students are expected to follow them.

1. Always try.
2. Do your best.
3. Cooperate and actively help others.
4. Treat others with respect.
5. Manage yourself.
6. Respect the property and rights of others.

The School believes that every staff person in the school has an equal and contributing responsibility for the discipline policy and procedures. Students should treat all adults, as well as each other, with respect; adults should treat all students, as well as each other, with respect. Everyone has the obligation of reporting any inappropriate behavior to administration. An appropriate and effective discipline policy including provisions for enforcement and similar to those in use in Springfield, Somerville, and Chicago will be maintained by the School (see Appendix J – Sample Discipline Code-Chicago International Charter School).

6. Enrollment:

A. How many students will be enrolled each year over the five years of the charter?

Student enrollment goals over the five year period of the charter will be as follows:

<u>School Year</u>	<u>Grade Levels</u>	<u>Total Enrollment</u>
First Year (1998-99)	K – 8-	650
Second Year (1999-2000)	K – 9	800
Third Year (2000-2001)	K – 10	950
Fourth Year (2001-2002)	K – 11	1100
Fifth Year (2002-2003)	K – 12	1200

B. How will student applicants be recruited?

The School will host informational public meetings. These will take place at the School itself and also in the various towns in the region. Mailings will go to all people who have expressed an interest in the School and general Direct Mail advertising/informational materials will be sent to households with school-aged children.

The communities in the region will also be informed by personal visits by SABIS® representatives (including board members) to various youth-serving agencies, school committees, realtors, local businesses, community and civic organizations, libraries, YMCA/YWCAs, and churches. Press releases will be sent to the local newspapers, and local public access cable TV channels will be used whenever possible to broadcast public meetings and school events.

The press has already taken an interest in the new charter school by attending the informational meetings and interviewing various board members for published articles. The local papers will receive invitations to attend future informational meetings, releases regarding registration, and other updates about the status of the School.

C. Describe your enrollment process, including a plan for a lottery.

The SABIS® International Charter School is a regional school. All K – 8 students residing in the region (Foxboro, Sharon, Walpole, Norfolk, Norton, Avon, Wrentham, Plainville, North Attleboro, Mansfield, Brockton, Canton, Medfield, Millis, Medway, Attleboro, Stoughton, Norwood, and West Bridgewater) will have an equal opportunity to attend the School.

Immediately upon notification of the charter being granted, open houses and parent meetings will be held and applications made available. Due to the April 1 enrollment deadline, the School will hold two week admission rounds until the School is filled, at which time all further applicants will be placed on the waiting list in the order in which they apply. Students who reside in the region, and their siblings, will be given admissions preference. If the number of applicants exceeds the spaces available at any given grade level, a blind admissions lottery will be implemented. If open spaces still remain after the first deadline, registration will open again and the same procedure will be followed. Students for over-subscribed grade levels will form a waiting list in the order in which they were drawn in the lottery, with siblings placed at the top of the waiting list if only some of the children in a family are initially accepted due to space availability.

7. Leadership and Governance:

A. How will this school be governed?

The School represents a true partnership, with SABIS® providing the education and management “know how” to run the School and the Board providing community oversight.

The Board is comprised of parents, business people and community leaders who represent cities and towns from the region and who share a personal interest in quality education for children. The Board currently consists of seven members with additional members to be added upon charter approval.

The Board supports the educational methods used by SABIS®. It will be responsible for providing general oversight of the School’s affairs, and will work in cooperation with SABIS® to ensure the School’s success. The Board will enter into a Management Contract with SABIS® Educational Systems, Inc. and the Board may terminate this contract if SABIS® fails to fulfill its responsibilities. A Director appointed by SABIS® Educational Systems, Inc. will manage the daily operations of the School. The Director and/or senior staff of SABIS® Educational Systems, Inc. will choose teachers and additional staff. SABIS® will be directly accountable to the Board.

B. Who will be the school’s leader, or how will the Board select a leader?

Under the terms of the management contract, the Board and SABIS® Educational Systems, Inc. will work together to provide the well established SABIS® college preparatory program to the School.

The School’s leader will be the Director appointed by SABIS® as outlined above.

C. Summarize the job descriptions of the Board, school director, and other key personnel.

The responsibilities of the Board will be to provide general oversight of the affairs of the School and to enter into a contract with SABIS® Educational Systems, Inc. to manage the School as a turnkey operation.

The roles and responsibilities of the Board include:

- Ensuring the philosophy and mission of the school are adhered to and the terms of the Charter are carried out;
- Ensuring student performance is monitored and ascertaining that the school is meeting performance standards;
- Ensuring operational efficiency by approving annual budgets and operating plans;

- Reporting results to the State Board of Education; and
- Supporting School management, parents, teachers and students in every possible way to make the SABIS® International Charter School a superior learning experience.

The role of the Director is to implement the SABIS® educational system and to provide a safe, sound educational experience for all students and staff. The Director is responsible for daily operations at the SABIS® International Charter School and guides the staff in delivering the SABIS® program. The Director reports to and is accountable for School performance to the Director General of SABIS® with SABIS® being responsible to the Board.

A Curriculum Coordinator will be hired to assist the Director in monitoring the use of the SABIS® curriculum to ensure continuity of the program and implementation of the SABIS® philosophy and methods.

A Student Life Coordinator will be hired to implement the Student Life Program designed by SABIS® to focus on the development of the “whole” student. Student Life incorporates individual growth through positive peer pressure.

Special Education staff will oversee and monitor all instructional needs for special education students.

The teachers are responsible for instructing students. Teacher creativity is encouraged within this framework and successful innovative practices are shared with other faculty members. The instructional system utilized is group focused and instructor centered, with emphasis on learning as opposed to teaching.

8. Capacity:

A. What collective experience does your applicant group bring to this venture?

The Board members represent a cross section of citizens from the region who have various roles in their communities, including a member of the North Attleboro School Committee, a Director of a literacy center, a businesswoman, a civil engineer, and more (see Section B for further details).

SABIS® Educational Systems, Inc. brings over 110 years of experience in education, currently managing 18 schools in 8 countries (4 charter schools, 14 private schools), a structured curriculum, and the expertise and proven track record to assist students in reaching their maximum potential in acquiring the skills needed for acceptance at top universities around the world.

B. Please summarize each founder's and/or board member's experience, qualifications, and applicable skills.

The board members are area citizens who place a high value on the education of today's youth. They are committed to offering students and parents a highly academic, college preparatory alternative to what is currently being offered in their region. They trust in the commitment and past successes SABIS® displays in its existing schools.

The board members are:

Edward P. Hickey, Board Chairman (Foxboro Resident)

As Vice President of Bainco International Investors, Mr. Hickey is a senior portfolio manager and Director of Research at the Boston-based money management firm. He is the father of eleven-year-old twins and is active in community youth programs as a coach for three sports. Mr. Hickey supports a SABIS® International Charter School in Foxboro as an exciting prospect for choice in current public education in the area. He realizes the benefits of a highly structured and focused school and wants to be actively involved in offering such an educational environment to all children.

William R. Buckley, Jr. (Foxboro Resident)

A graduate of West Point, Mr. Buckley is the President of Bay Colony Group, Inc. He is a native of Foxboro and has returned to the area with his wife to raise their three children (two school aged and a pre-schooler). He is a member of the Rotary Club, The American Legion and a past member of the town advisory board. His goal is to support a public charter school that can provide an education of higher quality than local schools. Mr. Buckley supports the SABIS® program for its Math and English focus, the structured and disciplined environment, testing for mastery, and accountability of all involved in the educational process.

Ms. Marion Buyer (Norwood Resident)

Ms. Buyer is a principal and Vice President/Creative/Services at Buyer Advertising Inc. She holds a degree in Elementary Education and has several years of post-graduate work in computer graphics and design. Ms. Buyer wants to be part of a school that not only takes education seriously, but stresses accountability and maintains a rapid progression of learning. Ms. Buyer is the mother of 5 year-olds twins.

Mr. Charles Eustache (Brockton Resident)

Mr. Eustache is a Fund Accountant for State Street Bank in Quincy. He was educated in both the United States and Belgium and is seeking a quality educational program for his three children. Mr. Eustache supports the SABIS® International Charter School and its emphasis on a college preparatory curriculum which has been proven internationally, enabling

students to reach their maximum potential and pursue admissions to the colleges of their choice.

Mr. William Phillips (North Attleboro Resident)

Mr. Phillips is a Marketing and Sales Manager at Synertron, Inc. He has been a member of the North Attleboro school board for the past 1½ years. Prior to that he was on the North Attleboro finance committee for 3 years, one of which he served as Chairman. As a school board member, Mr. Phillips believes that charter schools are necessary and create a competition that forces all schools to strive for excellence. Mr. Phillips views SABIS® as a quality alternative for parents and children. He looks forward to educational alternatives for his two small children.

Ms. Lori A. Rudd (Sharon Resident)

Ms. Rudd is a Senior Account Executive for NYNEX Bell Atlantic. She views the SABIS® International Charter School as an exciting option for parents and students in the area, offering new challenges and new opportunities. Ms. Rudd believes in business involvement to add efficient and valuable strengths to education. She is the mother of two young children.

Ms. Kelly J. Coyne-Wilson (Attleboro Resident)

Ms. Wilson is the Executive Director of the Literacy Center in Attleboro. She has been actively involved in the Literacy Center, as well as ESL (English as a Second Language) programs for the past eight years. Ms. Wilson has daily contact with students who have not been successful in their current educational programs and embraces the SABIS® methods for eliminating learning gaps for such students.

C. Please provide a list of potential partnerships and accompanying letters of support.

The partnership for the SABIS® International Charter School will be between the Board and SABIS® Educational Systems, Inc. The letter (see Appendix K) from Edward P. Hickey, Board Chairman, is in support of this partnership.

9. Facilities and Student Transportation:

A. Describe the viable options for a facility for this school.

The School will be located at the former Robinson Hill School at 131 Central Street, Foxboro, MA. This site has been purchased by SABIS® Educational Systems, Inc. contingent upon obtaining the charter. The School building currently has 38,000 sq. ft. and sits on a 10 acre parcel of land which offers enough space for potential future expansion as needed. SABIS® does not rule out the possible need for an additional site in the future.

B. Why were these sites chosen?

This site was chosen due to the size and condition of the building, its location, the amount of land included, its former use as a school, and its availability.

C. What renovations might be required? How might the renovations be financed?

Exterior site renovations will be needed to comply with city and highway ordinances. Some interior renovations will also be needed; a complete survey of such renovations is underway. Renovations will ensure that the building meets the American Disabilities Act codes, fire regulations, and other requirements needed to operate as a school.

The renovations will be financed by SABIS® Educational Systems, Inc. which will own the building and lease it to the School.

C. Describe the transportation services that the school will provide to eligible students.

Transportation to the School will be the responsibility of the parents. The School will initiate discussions with all districts in the region to investigate whether there are any transportation alternatives. The School will also encourage and assist the Parent Connection in organizing car pools similar to arrangements in other SABIS® schools.

10. A day in the life of a student:

Please describe a day in the life of a typical student in this proposed school.

A typical school day begins in homeroom for attendance, announcements and time to get organized for the upcoming day. Depending on the age and grade level of the student the class time per subject area will range from 35 to 50 minutes. Students will participate in Math, English and World Language classes every day. Science, and Social Studies will meet 3 times per week. Computer, Music, Art, and Physical Education will be attended from once per week to three times per week depending on the age of the student, with the older student receiving more scheduled class time in each subject area. In most cases, students remain in their classroom for all core subjects. Teachers, rather than students, move between classes as needed, maximizing teaching and learning time.

A designated testing period is also part of the regular schedule for students in grades 4 through 12. Grades 4 and 5 will have a testing period 3 times per week and grades 6 through 12 will have testing 4 times per week.

Each day all students will have a lunch period and an activity period in the middle of the day. For the lower school students (grades K-5) this activity period may resemble

what is known as traditional recess time. For the Upper School (grades 6-12), the activity period will offer a range of activities for the students. Students may choose to use this time to study, socialize with friends, play games such as basketball, outdoor games, or other activities organized by Student Life. Since the School will be a closed campus, students may not leave during this time.

Extended day options will also be available both before and after school.

The schedule below represents a typical Upper School schedule given to each student. Individual schedules will vary due to the appropriate ability level placement. This schedule sample indicates the Math level (Arithmetic) expected of a sixth grader, but the World Language (Spanish) level is advanced for an average sixth grader. It also reflects this particular student's choices during Activity Period (Period 5).

Student Schedule for:

Grade 6

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1	ARITHMETIC	SOCIAL STUDIES 6	ENGLISH 6	ENGLISH 6	SOCIAL STUDIES 6
2	TESTING 6-9M	TESTING	TESTING	SOCIAL STUDIES 6	TESTING
3	SPANISH 3	PE 6	SCIENCE 6	ARITHMETIC	SCIENCE 6
4	ENGLISH 6 LUNCH	SPANISH 3 LUNCH	SPANISH 3 LUNCH	MUSIC 6 LUNCH	SPANISH 3 LUNCH
5	ART6-1	LIBRARY-T5	CAMPUS JOBS-WS	LIBRARY-TH5	JR. CHOIR
6	ART6-1	ARITHMETIC	ARITHMETIC	JR. CHOIR	ARITHMETIC
7	COMPUTER 6-2	MUSIC 6 <i>(Independent Study)</i>	IS 6-A	SPANISH 3	ENGLISH 6
8	IS 6 <i>(Independent Study)</i>	ENGLISH 6	PE 6	SCIENCE 6	ADVISING 6

Charter School: SABIS® International Charter School

	Start-up Phase Feb. 98 - Sch. Opening	Fiscal Year 199 7/1/98-6/30/99	Fiscal Year 199 7/1/99-6/30/00	Fiscal Year 01 7/1/00-6/30/01	Fiscal Year 02 7/1/01-6/30/02
I. Revenues					
Tuition	\$ 3,438,500	\$ 4,232,000	\$ 5,025,500	\$ 5,819,000	
State Grants					
Private Funds	\$ 397,209	\$ 510,165	\$ 102,840	\$ 124,204	\$ 147,605
Other (Explain)					
Total Revenues	\$ 397,209	\$ 3,948,665	\$ 4,334,840	\$ 5,149,704	\$ 5,966,605
II. Expenditures					
Professional Salaries					
Director/Headmaster	\$ 40,835	\$ 70,000	\$ 72,800	\$ 75,710	\$ 78,740
Supervisors	\$ 12,500	\$ 50,000	\$ 52,000	\$ 108,160	\$ 112,490
Teachers (FT)	\$ 45,480	\$ 1,225,500	\$ 1,570,920	\$ 1,942,015	\$ 2,340,355
Teachers (PT)	-	-	-	-	-
Payroll Taxes	\$ 7,905	\$ 104,200	\$ 131,250	\$ 164,620	\$ 195,955
Benefits	\$ 16,800	\$ 221,425	\$ 278,900	\$ 349,815	\$ 416,400
Total Professional Salaries	\$ 123,520	\$ 1,681,875	\$ 2,119,650	\$ 2,657,354	\$ 3,164,484
Administrative Staff					
Clerical	\$ 32,750	\$ 242,000	\$ 268,830	\$ 341,605	\$ 385,185
Custodial	\$ 28,000	\$ 55,000	\$ 67,980	\$ 70,020	\$ 84,140
Consultants	\$ 17,000	-	-	-	-
Other (Admin. Staff)	\$ 19,440	\$ 74,250	\$ 84,205	\$ 102,905	\$ 117,330
Total Administrative Staff	\$ 97,190	\$ 371,250	\$ 421,015	\$ 514,530	\$ 586,655
Facility					
Rent	\$ 15,000	\$ 316,670	\$ 380,000	\$ 380,000	\$ 380,000
Mortgage	-	-	-	-	-
Renovation/Construction	-	-	-	-	-
Debt Service	-	\$ 46,000	\$ 122,605	\$ 157,525	\$ 63,641
Utilities	\$ 15,000	\$ 75,000	\$ 90,000	\$ 103,500	\$ 119,025
Total Facility	\$ 30,000	\$ 437,670	\$ 592,605	\$ 641,025	\$ 562,666

Note: Massachusetts charter schools operate on the State's Fiscal Year cycle starting July 1st and ending June 30th.

Charter School: SABIS® International Charter School

	Start-up Phase Feb. 98 - Sch. Opening 7/1/98-6/30/99	Fiscal Year 199 7/1/99-6/30/00	Fiscal Year 200 7/1/00-6/30/01	Fiscal Year 2002 7/1/01-6/30/02
Materials/Supplies				
Textbooks	\$ -	\$ 211,250	\$ 98,750	\$ 98,750
Instructional Equipment	\$ -	\$ 302,250	\$ 323,250	\$ 393,000
Office/Classroom Technology	\$ -	\$ 107,250	\$ 24,750	\$ 24,750
Library	\$ -	\$ 45,000	\$ 25,000	\$ 25,000
Office Furniture	\$ -	\$ 10,000	\$ 5,000	\$ 5,000
Classroom Furniture	\$ -	\$ 104,000	\$ 24,000	\$ 24,000
Other Equipment	\$ -	\$ 25,000	\$ 7,000	\$ 7,000
Total Materials/Supplies	\$ -	\$ 804,750	\$ 507,750	\$ 577,500
Other Costs				
Contracted Services	\$ 60,000	\$ 90,000	\$ 50,000	\$ 50,000
Business Services	\$ -	\$ 412,620	\$ 507,840	\$ 603,060
Marketing/Development	\$ 32,000	\$ 60,000	\$ 63,000	\$ 66,000
Staff Development/Training	\$ -	\$ 90,500	\$ 72,980	\$ 40,235
Transportation	\$ -	\$ -	\$ -	\$ -
Food Service	\$ -	\$ -	\$ -	\$ -
Total Other Costs	\$ 92,000	\$ 653,120	\$ 693,820	\$ 759,295
Other Start-up Costs Only				
Curriculum Development	\$ 30,000			
Printing and Copying	\$ 3,000			
Student and Staff Recruitment	\$ 8,000			
Travel/Transportation	\$ 4,000			
Telephone/Fax/Postage	\$ 9,500			
Consultants	\$ -			
Total Start-up Costs	\$ 54,500			
Total Revenues	\$ 397,209	\$ 3,948,665	\$ 4,334,840	\$ 5,149,704
Total Expenditures	\$ 397,209	\$ 3,948,665	\$ 4,334,840	\$ 5,149,704
Balance	\$ -	\$ -	\$ -	\$ -

III. BUDGET, FINANCIAL MANAGEMENT AND HUMAN RESOURCES:

1. Budget:

(See previous pages)

2. Budget Narrative:

- A. Briefly justify expense projections and show the calculations of each line item in the budget.

BUDGET ASSUMPTIONS:

The budget presented on the following pages, while revised, remains preliminary in nature and does not constitute a commitment by the applicant to incur nor withhold certain expenses or to run specific programs. The figures presented were not adjusted for the impact of inflation.

It is expected the proposed school will have consistent enrollment growth over the budgetary periods presented. The accuracy of these population estimates will have significant impact on the actual financial results.

Revenues

Based on the applicant's estimate of the student population drawn to the proposed school the applicant anticipates receiving revenues of approximately \$5,290 per student for basic tuition. The applicant also anticipates applying for and receiving various State and Federal Grants and Funds, however, since there is no guarantee of receiving these additional monies, no provision has been made in the application budget for these revenue sources.

The applicant is aware of substantial start-up costs during the initial year of operation and is willing to borrow from SABIS® Educational Systems, Inc. the financial resources necessary to meet start-up obligations and other operating and capital investment costs. This area was completely revised from the earlier submitted budget as a direct result of SABIS® Educational Systems, Inc.'s contingent agreement to purchase and renovate facilities and to lease these facilities to the Charter School. (Please see rent and debt service for further details).

Expenditures-Education Program

Professional Salaries

The applicant anticipates opening and operating the school with one full-time director. It is the applicant's goal to appoint this director by April 1998. It is anticipated this director will earn \$70,000 during the first fiscal year and will receive average annual salary increases of 4% per year.

It is the intention of the applicant to hire one academic coordinator (Supervisor) before opening the school. Academic coordinators will earn approximately \$50,000 per year. It is anticipated an additional coordinator will be hired once enrollment reaches 850 students. Average annual salary increases for this position are projected at 4%.

Teachers and instructional support (including SPED, language and math remedial teachers and aids) staffing levels are expected to be 43 in year one, 53 in year 2, 63 in year 3, and 73 in year 4. It is anticipated that the average annual salary for these positions will be \$28,500 and annual salary increases will average 4%. Payroll taxes are based on 8% and benefits at 17% of budgeted gross payroll.

Administrative Staff

The business and clerical staff is anticipated to include the following:

School Year	#	1998	1999	2000	2001
Business manager	(1)	\$32,000	\$32,960	\$33,950	\$34,970
Staff accountant	(1)	\$30,000	\$30,900	\$31,825	\$32,780
Computer technician	(1)	\$35,000	\$36,050	\$37,130	\$38,240
School nurse	(1), (1.5), (2)	\$38,000	\$58,710	\$60,470	\$83,045
Student Life Admin	(1), (2)	\$38,000	\$39,140	\$80,630	\$83,050
Secretaries	(2), (3)	\$46,000	\$47,380	\$73,200	\$75,400
Receptionist	(1), (1.5)	\$23,000	\$23,690	\$24,400	\$37,700

Custodial staff is calculated at 2 ½ full-time positions at \$22,000 per full-time equivalent. An additional custodian is projected to be hired when enrollment exceeds 800. Custodial, business and clerical employees annual salary increases are projected at 3% annually. Custodial and clerical benefits are projected at 17% and payroll taxes at 8% of gross payroll.

Facilities

SABIS® Educational Systems, Inc. has entered into a contingent agreement to purchase a 38,000 square foot building and approximately 10 acres of grounds for school facilities. This facility will be renovated by SABIS® Educational Systems, Inc. and will be leased to the Charter School. The rental agreement calls for annual rent of \$10 per square foot on the 38,000 square foot facility to be

made in equal monthly installments. Payments to begin with the commencement of the initial school year.

In the preliminary budget originally submitted, renovation costs and the related debt service costs were included in the annual rental figures. The revised budget treats debt service as a separate line item.

During the start-up phase, the applicant intends on renting suitable office space near the school until the school is ready for occupation. \$15,000 has been budgeted for this purpose.

Debt service

SABIS® Educational Systems, Inc., recognizes that considerable start-up costs are to be incurred during the initial years of operations. As a result, SABIS® Educational Systems, Inc. will provide the Charter School with a revolving line of credit to be used in meeting operating and certain capital equipment needs. Interest on this line will be calculated annually at the prime rate, as published in the June 30, Wall Street Journal, plus 1.75% on the average daily balance outstanding during the year. The budget presented anticipates that any "excess" revenues generated during the fiscal year will be used to reduce the line of credit outstanding.

Materials and supplies

Textbooks are projected to cost \$325 per student during the initial year. A significant number of texts will require replacement on an annual basis. Those textbooks not replaced annually will require replacement during the fourth year of operation and an amount has been reserved for this in the proposed budget.

Instructional equipment and supplies

The applicant projects instructional equipment at \$75 and classroom supplies at \$390 per student during the initial year of operation.

Office and classroom technology

Computer related expenses during the initial year are projected as \$165 per student. During the fourth year of operation it is expected that 50% of the computers acquired during the first year of operation will be retired and replaced.

Contracted services

Contracted service expenses include interschool charges for certain professional and academic services rendered by other SABIS® entities.

Business services

The management fee paid to SABIS® Educational Systems, Inc. is calculated as 6% of gross revenues. The license fee paid to SABIS® Educational Systems for special proprietary Academic Monitoring Software is 6% of gross revenues.

B. Please explain who will manage the school's finances and what controls will be put in place.

The Charter School will follow Generally Accepted Accounting Principles in accounting for its business transactions. The school will have on staff a full-time bookkeeper and business manager to handle day to day business transactions. It is the intention of the applicant to outsource certain payroll functions and tax reporting in order to maintain maximum accounting control.

In addition, the Schools' accounting will be monitored, on an ongoing basis, by SABIS® Educational Systems, Inc.'s professional accounting staff. The Charter School will be subject to an independent annual audit by Certified Public Accountants.

3. Human Resources:

A. Please indicate the number of faculty to be hired and provide a summary of the hiring criteria for the school's teachers and staff.

Initially, 46 staff members will be hired for the School. All teaching and administrative staff is selected based on specific requirements for each position.

The Director will be appointed by SABIS® Educational Systems, Inc. Special consideration will be given to leadership, administrative experience and ability, interpersonal skills, academic knowledge, and ability to learn and function within the SABIS® system. Candidates for teaching positions may be interviewed by the Department Heads. The Director will work with other SABIS® administrators or teachers in the interviewing process. The Director General of the SABIS® Network may take part in the interviewing process, especially for positions in administration, math and science.

A four-year university degree (BA or BS) is required for all senior administrators, counselors (appropriate coursework, experience, and/or degrees are required), and teachers, (certification is preferred but not required); except in areas such as Special Education and Bilingual Education where certification is mandated by state or federal law. Other important criteria include:

- thorough knowledge of subject;
- fondness for children and enthusiasm for teaching;

- demonstration (in an interview) of the required knowledge to teach one's subject effectively, or, if it appears that one's knowledge is incomplete, the ability to learn and the willingness to invest the necessary time;
- participation in a school environment where a teacher's work will be monitored by administrators on a regular basis and tests will be proctored by other members of the staff. This includes cooperation in a system where teachers are responsible for the teaching, and the SABIS® administration is responsible for the assessment;
- readiness to have classes attended by SABIS® officials without advance warning in an effort to ascertain the quality of teaching. SABIS® may, in certain cases, offer employment only after observing the teacher in the classroom for a specified period of time (two weeks or a month); and
- flexibility to adopt the SABIS® teaching methods to maximize the teacher's ability to bring the students up to the required standards.

The School will conduct background checks on all potential employees prior to the opening of school. A background check will also be required for any volunteers who wish to work in the School building or with the students.

B. What will be the salary range for teachers and administrators?

Please see Section 2 – Budget Narrative for salary averages.

C. What is the school's plan for professional development?

The School will incorporate professional development days into the school calendar. Prior to the opening of the SABIS® International Charter School all staff will participate in rigorous training under the direction of experienced senior SABIS® staff. Throughout the school year there will be routine training sessions to further explain and demonstrate the SABIS® methods. Teachers from the School will also visit operating SABIS® schools to observe procedures and interact with staff.

Additional professional development days will be scheduled throughout the year. Regular teachers meetings will also be used a source of staff development.

D. How will faculty and administrators be evaluated?

Teacher evaluation is done informally on an ongoing basis and formally once a year based on the students' performance. This evaluation is a cycle of planning, implementing, observing, and correcting. It provides important feedback for the teachers' personal and professional development. It is also a way to confirm behavior supportive of school policies and goals. The common goal that teachers and administrators share makes them partners in the evaluation process. Evaluations are to be conducted in an open and friendly atmosphere (See Appendix L - excerpt –Teacher Evaluation).

School administrators are largely evaluated on the performance of the students in the School. The school administration is held accountable for student outcomes. Ongoing monitoring of the effectiveness of the administration will be done by SABIS®.

IV. ACTION PLAN:

A. Outline the strategy for getting the school open.

Having successfully opened four charter schools, SABIS® Educational Systems, Inc. already has in place a well defined strategy for opening schools once the charter is granted. Senior SABIS® staff will continue to assist in all necessary preparations until the School is operating independently.

The Robinson Hall School building in Foxboro has been purchased with closing contingent upon granting of the charter. Applications for various permits from state and local agencies are being completed and renovation plans are being drafted.

SABIS® believes in appointing the Director early to allow time for specialized training, involvement in hiring staff, and familiarizing himself/herself with the 19 communities included within the charter school region. A national search for a Director will begin immediately upon the granting of the charter.

The Director will recruit and hire staff members with the assistance of senior SABIS® staff members. Staff training and all needed assistance will be provided by senior staff from within the SABIS® network.

Students will be recruited in March to meet the April 1 enrollment deadline. (For further details see page 11, Section C, "Describe your enrollment process, including a plan for a lottery.")

B. Specify how responsibilities will be delegated, and to whom.

SABIS® will provide a team of trained personnel experienced in the process and in opening schools. Once appointed, the Director will work closely with the team to accomplish all tasks associated with the opening of the School.

C. Provide a clear timeline from receipt of the charter to the opening of school.

The tasks listed below which will continue throughout the process have been noted as "ongoing."

February, 1998

- Charter granted
- Purchase of building
- Search for director
- Board formally convenes
- Begin enrollment process

March, 1998

- Finalize building purchase
- Appoint Director
- Send director to existing SABIS® Schools for intensive training
- Finalize enrollment
- Report enrollment numbers to Department of Education

April, 1998

- Finalize all permits
- Begin renovations of building, ongoing
- Develop collaboration with other districts in the region, ongoing
- Secure all insurances
- Finalize salary and benefits package

May, 1998

- Recruit and hire staff, ongoing
- Order equipment, furniture, ongoing
- Order textbooks, supplies, ongoing

June, 1998

- Finalize uniforms
- Finalize maintenance and cafeteria operations; hire personnel or subcontract
- Assist parents with transportation arrangements, ongoing

July, 1998

- Receive and set-up equipment, furniture, ongoing
- Receive and distribute textbooks, supplies, ongoing

August, 1998

- Complete renovations
- Conduct teacher training and workshops, ongoing
- Conduct school orientation activities, such as picnics, back-to-school night, and “meet your teacher” sessions for both students and parents

September, 1998

- School opens in conjunction with surrounding schools’ calendar

SABIS® Educational Systems, Inc.

... providing world class primary and secondary education for over 100 years ...

SABIS® TURN-KEY SCHOOL DEVELOPMENT AND OPERATION...

What is SABIS®?

SABIS® is the trade name for specific educational systems developed and refined during the last 100+ years. The SABIS® approach is currently being used to successfully run 18 schools in 8 countries.

Who is SABIS® Educational Systems, Inc.?

SABIS® Educational Systems, Inc. is a private, for-profit, management company that develops and operates high standard primary and secondary college preparatory schools using the proprietary SABIS® Educational Systems.

Are SABIS® schools private or public?

Schools that are members of the SABIS® School Network are either fully or partially owned by the organization and/or managed by it. SABIS® manages two public charter schools in Massachusetts: one in Springfield and one in Somerville. Two more charter schools opened in Chicago in August, 1997. In fall, 1998 an additional Chicago campus and two charter schools in Arizona and one in Delaware are scheduled to open. In every case, SABIS® implements the proprietary SABIS® Educational Systems and is fully responsible for school management and student learning. SABIS® is 100% accountable to parents and contract or charter partners.

What does it cost?

Private school tuition can be as high as \$8,400 per year. Charter schools are free to parents since they are funded by the local school district and by the State the same way other public schools are.

Where else will there be SABIS® schools?

SABIS® Educational Systems seeks private or public partners worldwide to explore new or converted SABIS® Schools.

HOW DO SABIS® SCHOOLS DIFFER FROM OTHER PRIVATE OR PUBLIC SCHOOLS?

SABIS® Educational Systems are based on 100+ years of research and successful learning results. Currently, there are about 14,000 students in the system served by more than 1,000 employees. Key differences include:

- A comprehensive curriculum covering in detail the important concepts to be learned by all students in the different subjects.
- High expectations in English, math, science, and other world languages (taught from preschool on).
- Focus on results and real-time remedial action on learning gaps (concepts missed).
- Active student involvement vs. pure lecturing and listening.
- Well-developed collaborative learning and peer tutoring.
- Frequent progress assessments (quality assurance).
- No gaps allowed in essential concepts (building blocks).
- Proprietary, computerized, academic monitoring system (progress control).
- Focus on passion and thorough subject knowledge when recruiting teachers.
- Non-selective admissions (all students can learn).
- Strict accountability for students, teachers and entire school (teaching for learning).
- High degree of commitment and motivation for learning through student management organization ("student life").

UDO E. SCHULZ, SABIS® Educational Systems, Inc.

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Website: <http://www.sabis.org> or <http://www.sabis.com/school-network>

SABIS® Educational Systems, Inc.

... providing world class primary and secondary education for over 100 years ...

THE SCHOOLS...

General Description and Mission

The SABIS® International Schools are preschool (or K) through 12th grade college preparatory schools providing top-quality education to a highly diverse student body. The Schools help all students perform to the best of their abilities and to achieve academic excellence in a global context. The Schools also develop and strengthen ethical, moral and civic values; thus molding people with the knowledge, skills and social judgment to face future challenges.

School Objectives

The objective of SABIS® schools is to prepare all students for success in college and for life-long learning. Students are challenged to strive for excellence and to achieve their highest individual potential. The skills of reading, writing, communicating, abstract reasoning problem solving and critical thinking are emphasized.

Broad Academic Goals: Qualify students for top colleges and universities worldwide.

- Provide a well-rounded education based on a mastery of English and math.
- Enable students to acquire a good knowledge of a second language.
- Train students in logical reasoning and critical thinking.
- Prepare students to sustain an intellectual effort for long periods.
- Generate excitement for life-long learning.

Non-academic goals for students:

- Uphold high standards of conduct: ethical, moral and civic.
- Encourage informed decision making.
- Defend convictions and reverse negative peer pressure.
- Engage in extracurricular activities, school and community work.
- Foster tolerance, active cooperation, helping others and teamwork.
- Develop a true understanding of world cultures through an appreciation of differences as well as similarities.

Uniquely Efficient Learning

Through an effective monitoring system (including the computerized AMS program), learning gaps are identified and remedied immediately, leading to rapid achievement and self-confidence. This accountability and quality control system, along with student commitment and parental support, ensures superior learning for almost any child.

Curriculum

The SABIS® curriculum has been developed and refined over more than 100 years and conveys a well-balanced body of knowledge, skills and experiences in academics, languages, arts, music, and physical fitness. English, math, science, and world languages are emphasized as the gateways to any advanced learning.

Admissions Policy

With SABIS®, most children can reach outstanding academic performance. The admission process is non-selective for charter schools; the private schools strive for inclusiveness, as well. Placement tests identify pre-existing learning gaps for remedial action.

UDO E. SCHULZ, SABIS® Educational Systems, Inc.

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Website: <http://www.sabis.org> or <http://www.sabis.com/school-network>

CURRICULUM – SUMMARY

The SABIS® International Charter School will feature a comprehensive and integrated approach to the K-12 educational experience, based on the proven SABIS® educational philosophy and methods.

An important part of SABIS® philosophy is the concept of the hierarchy of subjects. Subjects that make up the school curriculum are not equal in value or importance. What determines the value of one subject over another, is how crucial the given subject is for future academic success. In the SABIS® system the two most important subjects are Math and English, followed by a World Language. Math and English represent the base upon which future knowledge is built. A solid understanding of math and a mastery of the English language are major factors in determining future learning and career opportunities.

Overall goals associated with the curriculum are:

- High standards for performance and achievement are expected among administrators, teachers and students;
- Classroom instruction and other learning experiences are planned to meet the carefully set curriculum;
- The school's mission is clearly reflected by the curriculum and shared by all members of the faculty and administration;
- Curriculum is set by administration, including Department Heads. Under the leadership of administration, the faculty is actively involved in curriculum development, curriculum evaluation and revision procedures, the selection of instructional materials, and the resolution of curriculum and instruction-related problems;
- Instruction and student learning are closely monitored by teachers and by administration; and
- External testing is used by administration to ensure accountability in the teaching/learning process.

MATHEMATICS

The SABIS® approach in the teaching of mathematics goes far beyond application; students learn not only how things work, but “why” they do. The teaching and learning of math consists of three interwoven strands: **why** each concept is true, **how** each concept works, and for **what** each concept can be utilized. Each strand is vital to math education. Part of the SABIS® philosophy is that theory should always precede application and therefore, whenever possible, students prove concepts before they apply them.

The Mathematics program sets the following overall objectives for students:

- apply the four basic Mathematical operations to all representations of complex numbers;
- solve a variety of Mathematical problems;
- apply Mathematics in their everyday lives;
- understand and use the language of Mathematics;
- use computers to solve mathematical problems and create mathematical models;
- organize data and use this data to support conclusions;
- understand the theory and logic of Mathematics;
- teach, at any level, the Mathematics they have learned to their peers, younger students, or to adults; and
- prove why the Mathematical concepts they are learning and using work.

ENGLISH

The English program sets the following overall objectives for students:

- ability to read, comprehend, interpret, evaluate, and respond to written material;
- exposure to various genres of significant world literature;
- mastery of writing as a means of developing fluency and as a tool for learning;
- capability to write standard English in a grammatically acceptable, coherent, and well organized manner;
- achievement of effective speaking in formal and informal situations, in order to communicate ideas and information and to ask and answer questions;
- ability to listen critically and analytically; and
- development of critical thinking skills through the study and use of the English language and significant literature.
- learn to think better—brain training and logical thinking;
- develop an appreciation of serious literature in more than one language;
- develop an appreciation of other cultures, nationalities, and races; and
- facilitate communication with people in other countries.

WORLD LANGUAGES

Learning two languages is an academic requirement in all SABIS® schools. Selected languages are based on a number of criteria. First, English is the language of instruction regardless of geographic location. The criteria for selecting the second language will vary depending on the needs of the community. The student profile will be a determining factor in the second language choice.

The key objective of the World Languages program is to help students attain proficiency in the language of study and gain an understanding of the history and culture of its people.

The World Languages program sets the following overall objectives for students:

- comprehend native speakers of the target language;
- engage in and sustain conversation in the target language;
- read short passages on familiar subjects intensively and learn to scan extended passages of high interest;
- progress from using familiar material in guided composition, to producing original compositions, and ultimately responding to literature in the target language;
- demonstrate knowledge of how cultures as systems of values evolve with time and how certain values are associated with certain behavior patterns in their own cultures as well as the target cultures; and
- demonstrate development of language learning techniques.

World Languages classes are taught exclusively in the target language. Faculty members are native speakers of the language they teach. English may be used in the language classes only to highlight a point or to draw a meaningful comparison between the first and second language. Students are expected to try their best to express themselves in the target language. Language acquisition begins with vocabulary taught orally and structures learned inductively and reinforced with developmentally appropriate grammatical concepts.

INTENSIVE ENGLISH

The SABIS® approach, which has been time-tested and proven in its other International schools, is a program of intensive immersion in English for Language Minority Students. This immersion program will take place both during regular classroom hours; as well as during extended day periods, and perhaps on weekends and vacations, using experienced teachers with a proven proficiency in English.

Key Objective:

- to make all SABIS® students proficient English readers, writers and speakers in the shortest time possible and to prepare LEP(Limited English Proficiency) students quickly for mainstream classes in an intensive transitional program while providing native language support where feasible and necessary

Key Program Elements:

- math and English are used as a gateway to broad knowledge development;
- LEP students are taken out of the regular class context to accelerate the study of English;
- LEP students are taught individually or in special groups according to ability; learning through reading is heavily emphasized; special SABIS® instructional materials are used to build vocabulary and comprehension;
- full immersion methods are incorporated in the program;
- all language teachers are native speakers;
- bilingual outreach workers maintain on-going liaison between students, teachers, administration and families;
- frequent testing is used for learning as well as assessment;
- execution and follow-through of a complete and cohesive program is stressed;
- students are reintegrated into regular classes once they pass the English and Math “Gateway to Effective Learning.”

SOCIAL STUDIES

The social studies program sets the following overall objectives for students:

- ability to draw from the social studies, the humanities and the natural sciences in their study of human relationships;
- ability to think critically and creatively;
- ability to comprehend, interpret, analyze, apply, synthesize and evaluate information;
- ability to become knowledgeable about the various heritages of people throughout the world; and
- ability to become knowledgeable about the global interdependency of the world's peoples.

In the hierarchy of subjects, Social Studies ranks below English language, vocabulary, comprehension, reading, and writing skills. This is not a judgment on the ultimate value of this subject; it simply means that the Social Studies program will be more meaningful and students will learn faster and more effectively (and attain a deeper level of understanding) once a solid mastery of the appropriate level English language skills exists.

SCIENCE

At The SABIS® International Charter School students will learn *about* science, *how to do* science, and appreciate the value of *science in everyday life*.

The science program sets the following overall objectives for students:

- understand the major concepts, principles, and theories of the sciences;
- apply the process of inquiry to everyday problem solving - this includes recognizing and identifying problems, stating hypotheses, understanding assumptions, observing critically, collecting data, interpreting and evaluating data, and drawing proper conclusions;
- gain a solid knowledge and understanding of the math needed for the study of advanced sciences (i.e. chemistry and physics);
- understand ways in which applications of science and technology have affected society's quality of life and apply critical thinking using scientific and technological information in analyzing and making decisions about scientific-societal issues;
- demonstrate positive attitudes, values, and appreciation toward science and technology;
- understand and use the language of science;
- master common applications of technology, especially computers.

FINE ARTS

ART

The art program sets the following overall objectives for students:

- experience a sequential balanced program of art instruction that includes the study of aesthetics, art criticism, art history and art production;
- develop a sensitivity to aesthetic values, and acquire significant skills in organizing and visually expressing ideas;
- acquire critical, historical, and aesthetic concepts in the visual arts to understand regional, national, and world cultures;
- develop the sensitivity, visual discrimination, and judgment needed to enhance the visual environment including personal life, home, school, and community;
- use the visual arts to build and enrich both private and communal environments.

MUSIC

The music program sets the following overall objectives for students:

- acquire awareness of the value of music as a mode of human expression;

- become knowledgeable about, analyze, and describe the significant music of various cultures, eras, and types;
- use and read musical terms, symbols, and notation;
- listen to music analytically and critically;
- perform music expressively and accurately; and
- express original musical ideas in one of a variety of media.

PHYSICAL & HEALTH EDUCATION

The physical education program sets the following overall objectives for students:

- possess acceptable levels of cardio-respiratory endurance, flexibility and strength to be able to perform daily and emergency physical tasks;
- perform a variety of selected team, individual/dual sport, rhythmic and lifelong activity skills at intermediate skill levels and use appropriate rules and strategies;
- learn independently new integrated movement patterns by understanding, analyzing, and synthesizing relevant movement patterns;
- understand and perform lifesaving and survival activities;
- become knowledgeable about quality health and sport-related commercial products and services;
- appreciate physical well-being and enjoy participating in physical activities; and
- acquire advanced knowledge and skill in selected integrated motor activities through co-curricular programs.

EFFECTIVE TEACHING

The objective of the teacher is to maximize subject content coverage by pacing students through the set curriculum as rapidly as possible, without sacrificing the expected level of mastery. Efficiency in teaching is the key—what and how much to teach in the allocated time. The role of the teacher is primarily academic instruction. Effective and efficient teaching implies the pacing of instruction, classroom management, development of appropriate academic materials such as practice exercises and tests, and planning of instruction (this includes appropriate levels, appropriate selection of points, no loss of momentum, teaching strategies, type of assignments, etc.) The goal of teaching is to help students master the curriculum and therefore, teachers allocate most of the available time to curriculum-related activities. Students are expected to be business-like, and task-orientated. Class time is allocated to academic activities rather than to activities with other objectives (e.g., personal adjustment, group dynamics, etc.) or with no clear objectives at all (e.g., free time, student choice games of past time).

THE POINT SYSTEM

The Point System, in essence, “qualifies” the body of knowledge to be taught and helps teachers and students focus on exactly what they will teach/learn. The teacher lists the concepts to be taught in a class and introduces them one “point” at a time. The point is taught to the class through a presentation, explanation, examples, questions, etc. The presentation is followed by an activity such as an exercise, an application, or a definition to check for understanding. The teacher monitors the students’ work and re-teaches. Students must show understanding in writing whenever necessary. Group leaders (academic perfects) help teachers in checking the work of the members of their groups.

A teacher continues on when the vast majority of the students show in writing that they fully understand. The teacher then marks off this point and moves to the next point. This multiplies the efficiencies of the teacher enormously. The academic perfect system also helps the fast and gifted learners to deepen their understanding and retention of the subject, since there is no better way of learning and teaching.

A point or a group of points is the focus of the lesson and represents the concepts/skills that are to be learned. A point is very specific and limited to the 4-5 minute instruction time established to make the point clear. Examples of points are:

- use of commas to set off a name in direct address;
- comparison of states of matter by density;
- identifying the order of colors in the spectrum; or
- agreement of articles and nouns in gender (World Language).

The point is taught to the class as a whole. Some students learn faster than others do, and these are encouraged to help other group members. Thus the faster learners reinforce their knowledge by practicing what they learned and learn concepts at greater depths. Moreover, the interest of faster learners is maintained and slower learners receive more help and, thus, experience less frustration.

The teaching style is interactive. Teachers are expected to spend class time teaching, checking learning through asking questions, discussing homework, and providing considerable feedback. This allows for almost immediate correction of any problem. The teacher always stays involved with the student throughout the class period. Teachers need to be well organized and use the available time effectively.

Effective teaching implies:

- selecting an objective at the correct level;
- teaching to the objective;
- establishing and maintaining learner focus on the objective;
- monitoring the progress of the learners and making adjustments as necessary; and
- using the principles of learning: motivation, retention, reinforcement, and transfer.

ENGLISH as a SECOND LANGUAGE and the HISTORY of SABIS®

Teaching intensive English is one of the major strengths of the SABIS® Educational Systems. Indeed, one of the major factors that prompted the development of the current SABIS® program was an event that took place in the 1960's. When the country of Yemen opened to the West it requested help from the US to modernize (allegedly there were only three cars in the country then). The United States Agency for International Development (US AID) had the challenge of preparing a number of selected students to meet admissions standards and to be ready to enter the prestigious American University in Beirut (AUB) and other accredited colleges in the western world (specifically the United States, Canada and Great Britain). No one but SABIS® was willing to accept this enormous challenge, so US AID awarded the contract to SABIS® (despite guidelines "not to award a contract to a foreign entity").

The time frame for achieving this task was only four years short! Lead by Ralph Bistany, the current Director General, and a group of SABIS® educators relentlessly worked to achieve this goal. The prospective students came from agriculturally based communities with very little formal schooling and only a slight understanding of the English language. Their knowledge of the alphabet and sound system of their native language was very basic, and in the area of mathematics, they could barely perform the four basic operations of addition, subtraction, multiplication and division. The SABIS® team decided, therefore, not to start them in content areas. It is not possible to learn science when students are not competent in mathematical concepts, nor is there much value in teaching social studies to students with very limited reading and comprehension skills. The initial time was spent on the business of teaching English and Mathematics. With a solid foundation in these two disciplines, learning in all other academic areas fell into place. Indeed, armed with a thorough understanding of mathematics and high English reading proficiency level, the students were able to achieve outstanding results in all other subject areas. The solid background in math and English actually accelerated the learning of science, of history and geography to a point where they were able to succeed in achieving their goal. Many of these students now occupy important positions in Yemen.

The credibility that SABIS® gained from this contract confirmed its ability not only to produce top scholars, but also to excel in "**adding value**" to all students (in English and all other subject areas) regardless of prior knowledge, academic and social background. Unfortunately, despite its spectacular success, the SABIS® School in Yemen was forced to close in 1967 due to severed diplomatic relations between Yemen and the US.

Since this successful debut, the SABIS® network of schools has grown into a network of 18 schools in 8 countries educating more than 11,000 students from over 75 different countries. Our global student population comes to our international schools with such diverse academic backgrounds and with some or no knowledge of English.

SABIS® INTERNATIONAL CHARTER SCHOOL
120 ASHLAND AVENUE
SPRINGFIELD, MA 01119
Tel.(413) 783-4030 FAX (413) 783-0299

September 12, 1997

Dear Parents/Guardian:

On Monday, September 22, 1997, SABIS® International Charter School will be starting its afterschool enrichment program for students grades 4-9. This program will consist of various clubs and activities which students have expressed interest in. (To be described later in this letter.) The afterschool enrichment program will run from 3:40-4:30 P.M., Mondays, Tuesdays, Wednesdays, and/or Thursdays, depending on activity chosen. The first session of the afterschool enrichment program will run until Thursday, December 11, 1997.

Students and parents interested in this program should read the following descriptions of activities offered and the days they are being offered. Sign up for any of the following activities appropriate to your grade level, by filling in the permission slip completely and returning it **Wednesday, September 15, 1997**. Please note that if a student is in need of tutoring, this activity should be chosen first.

At 4:30 P.M., students will be dismissed from the program to their assigned buses. To help in this process, please select the bus number and specific stop that is most convenient for you.

Attendance will be taken everyday and students will be expected to be there unless a note has been sent in by a parent or guardian stating otherwise. Please inform children of this. Continued absence will result in dismissal from the program.

This program is being offered to students free of charge. It is a great opportunity for them to get the extra help they need or participate in an activity of interest. SABIS® rules and philosophies must be followed. If a student is disruptive within an activity, he/she will be excused from the activity and parents will be notified.

The following is a list of the programs being offered along with their descriptions and days:

**Tutoring/Homework Club:
(Grades 4-9)**

Come and get extra help you need with your work or have a nice quiet place in which to do your homework.

Days: Monday, Tuesday, Wednesday, Thursday

**Art Club:
(Grades 4-9)**

Spend some time exploring your talents with various tools in Art. Great projects are sure to be created.

**Days: Tuesday (Grades 4-6)
Thursday (Grades 7-9)**

**Computer Club:
(Grades 4-9)**

Explore the various programs within the computer, and begin to develop slide shows.

**Days: Tuesday (Grades 4-6)
Wednesday (Grades 7-9)**

**Science Club:
(Grades 4-9)**

Increase your knowledge of Science through exploration and discovery.

**Days: Tuesday (Grades 4-6)
Thursday (Grades 7-9)**

**Young Authors Club:
(Grades 4-9)**

Become author experts by studying, writing, and illustrating children's literature.

Days: Monday (Grades 4-9)

**Scrabble Team:
(Grades 4-9)**

Increase your word power skills while enjoying competition among your peers.

Days: Tuesday (Grades 4-9)

**Chorus:
(Grades 5-6)**

Increase your knowledge of types of music through appreciation and singing.

Days: Wednesday (Grades 5-6)

**Cheerleading:
(Grades 7-9)**

Learn and develop cheers to support our SABIS® teams.

Days: Monday (Grades 7-9)

Monday									
Per	1A	1D	1W	2F	2R	3B	3H	4	5
1	English	English	English	English	English	English	English	English	English
2	Music	Math	Math	Math	Math	SS	Math	PE Schandle	Math Cook
3	Math	Music	SS	SS	PE Schandle	Math Hugo	PE Goblish	SS	Science Blevins
	4 th period		Lunch / Activity Period			Rosekrans/Goblish/Dickens/Forslev			
5	WL	WL	WL	Music	SS	English	SS	Math Gergen	SS
6	English	English	English	WL	WL	WL	WL	Sci Forslev	Music
7	SS	SS	Music	PE Schandle	English	PE Goblish	English	WL	WL
HR									

Tuesday									
Per	1A	1D	1W	2F	2R	3B	3H	4	5
1	WL	WL	WL	English	English	Art	Math	Exam/café Dickens	Exam/café Antonsen
2	Math	Comp	Math	Art	PE Schandle	Math Hugo	PE Goblish	Math Gergen	Math Cook
3	English	English	English	Comp	Music	English	English	English	Art
	4 th period		Lunch / Activity Period			Rosekrans / A. Gergen/Roe/Akesson			
5	Science	Science	Science	Science	Science	Science	Science	WL	WL
6	Math	Math	Math	WL	WL	WL	WL	Comp Forslev	PE Goblish
7	PE Schandle	PE Schandle	PE Goblish	Math	Math	Music	Math	English	English
HR									

Wednesday									
Per	1A	1D	1W	2F	2R	3B	3H	4	5
1	English	English	English	PE Schandle	English	PE Goblish	English	English	English
2	Comp	Math	Music	English	Art	English	Math	PE Schandle	Sci Blevins
3	Math	English	Math	SS	SS	Math Hugo	Art	SS	SS
	4 th period		Lunch / Activity Period			Rosekrans/ Schandle/A. Gergen/Brade			
5	Music	Science	SS	WL	WL	WL	WL	Math Gergen	Math Cook
6	SS	SS	English	Math	Math	Math Hugo	Music	WL	WL
7	WL	WL	WL	English	English	SS	SS	Music	Music
HR									

Thursday									
Per	1A	1D	1W	2F	2R	3B	3H	4	5
1	WL	WL	WL	PE Schandle	Math	Math Hugo	PE Goblish	Sci Forslev	English
2	Math	Music	Art/CS	Math	English	SS	SS	Exam/café Dickens	Exam/café T. Welch
3	English	Math	Math	English	PE Schandle	PE Goblish	Math	WL	WL
	4 th period		Lunch / Activity Period			Rosekrans/ Hugo/Antonsen			
5	English	Science	English	WL	WL	WL	WL	Math Gergen	SS
6	Science	Art/CS	Science	English	Math	English	English	English	PE/Goblish
7	PE/Goblish	PE/Schandie	PE/Schandle	Science	Science	Music	Music	SS	Math Cook
HR									

Friday									
Per	1A	1D	1W	2F	2R	3B	3H	4	5
1	WL	WL	WL	English	English	English	English	Exam/café Dickens	Exam/café Antonsen
2	English	English	PE Swim Goblish/Welch	Music	Math	Math Hugo	Comp Forslev	Math Gergen	English
3	Art/CS	Math	English	Math	SS	Comp	Math	Music	Math Cook
	4 th period		Lunch / Activity Period			Rosekrans/A. Gergen /Schandle/T. Welch			
5	SS	SS	SS	SS	Comp	Science	Science	WL	WL
6	Math	PE Swim	Comp	WL	WL	WL	WL	Art	English
7	PE Swim	Math	Math	Math	Music	English	English	English	Comp Akesson
HR									

Home Room(8:25) Period 1	8:30-9:20
Period 2	9:23-10:13
Period 3	10:23-11:13
Period 4 Lunch/Activity	*staggered
Period 5	12:30-1:15
Period 6	1:18-2:03
Period 7	2:06-2:51
Home Room	2:51-3:15
Extended Day	3:15-6:00

Upper School Master Schedule For 1997-1998

September 5, 1997

MONDAY

	12	11	10	9	8	7	6
1	MS, SAP/6, ES(T2&3), WLX		E	C	Mus	Sc	E
2	TESTING						
3	M2,3,4, Phy2				Mus	Sc	
4	WL, AP Hist X				Adv	A/MI	
5	WLX, M7, HS Choir, Orchestra				ACTIVITY		
6	E	PE	Art	E	WL		
7	PE	E	Art	H	Sc	E	Mus
8	Astr, Phy1, C/Art(10-12)			Bio(9-12)	E	II	H

TUESDAY

	12	11	10	9	8	7	6		
1	MS, SAP/6, AP Phy,		E	PE	H	E	Art/Ca		
2	TESTING								
3	WL				PE	A/MI			
4	AP Hist	Chem	E	WL					
5	WLX, M7, HS Choir				ACTIVITY				
6	AP Bio	M2,3,4				PE	Artb/Cb		
7	E	Adv	H	Mus	Sc	Artb/Cb	E		
8	Adv	E, PHY IX	PE	Bio(9-12)	E	Art/Ca	Mus		

WEDNESDAY

	12	11	10	9	8	7	6
1	AP Hist		C	TESTING			
2	AP Bio	Phy2	M2,3,4			Adv	E
3	MS, SAP/6, AP Phy	E	Adv	WL			
4	WL			C	A/MI		
5	Student Life, Orchestra				ACTIVITY		
6	Phy1, Astr, M7			E	PE	II	Artb/Cb
7	E	PE	H	Art	E	Sc	H
8	PE	E	Chem	Art	II	E	Sc

THURSDAY

	12	11	10	9	8	7	6
1	TESTING			E	Sc	II	Art/Ca
2	AP Bio	Phy2, M2,3,4				PE	E
3	Phy1, Astr, C, Bio(9-12)			WL			
4	WL			C	A/MI		
5	E	Orchestra				ACTIVITY	
6	M7	E	E	H	E	Art/Ca	PE
7	MS, SAP/6, AP Phy, ES, WLX, RR, Adv 10				Art	Sc	H
8	AP Hist		C	PE	Art	E	Adv

FRIDAY

	12	11	10	9	8	7	6		
1	MS, SAP/6, AP Phy		E	C	II	E	Sc		
2	TESTING								
3	AP Bio	M2,3,4				Artb/Cb	E		
4	WL				Mus	A/MI			
5	Art	E	II	E	JR Choir				
6	Art, M7, RR	Art, RR	HS Choir, RR		WL				
7	E	Art	Chem, RR	H	E	Mus	PE		
8	AP Hist, ES, WLX			PE	RR	JR Choir, RR			

PERIOD	TIME
Home Room	8:25-8:30
1	8:30-9:20
2	9:23-10:13
Break	10:13-10:23
3	10:23-11:13
4	11:16-12:03
Lunch	12:04-12:29
5 / Activity	12:30-1:15
6	1:18-2:03
7	2:06-2:51
8	2:53-3:38
Home Room	3:40-3:45

U.S. GRADE ADVISORS	
GRADE 6	Mr Cook Mrs Annesen (T1) Mrs. Akesson (T2&3)
GRADE 7	Ms. Clouter -G
GRADE 8	Dr. Phillips
GRADE 9	Ms. Henderson
GRADE 10	Mr. Capriotti
GRADE 11	Dr. Cassola
GRADE 12	Mr. Schandorf Mrs Cohen

Charter Success Delights Parents

By MARY ELLEN O'SHEA

Staff writer

SPRINGFIELD — The test results are in and the news is good for the region's first charter school: Students, on average, advanced nearly 18 months in their first seven months at Sabis International Charter School.

Michael Glickman, director of the school on Ashland Avenue, released results of the Iowa Test of Basic Skills given to grades two

through seven in September and April.

Glickman said he, his staff and parents at the former Glickman Elementary School had expected improvements, but even they were surprised at the extent of the advances in language arts and mathematics.

"We made some outstanding growth at every grade level. I think the teachers have worked hard, and the children have worked hard," Glickman said. "The secret is really in focusing

in on instruction," he said, referring to Sabis' method of identifying learning gaps in every student and filling them in, either with the help of classroom teachers or peer tutors.

The results show the students by grade average are learning at or above grade level.

Last September, every grade tested below level, with the exception of seventh grade at eight months above grade level. Those same seventh graders now are achieving, on average, at the level

of students in the fifth month of grade nine.

The strongest gains were made among fourth graders, who jumped from an average level of third grade, fifth month, to fifth grade, third month.

As expected, parents are pleased with the results.

"Thrilled is the word for how we feel," said Ruth Moorhouse, the mother of two daughters and one of the parents who pushed for Sa-

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Continued from Page A9

bis to take over the public school last year.

"I know my daughters were improving. I didn't need a test. But it's great to see these results," she said.

Schools Superintendent Peter J. Negroni, the only superintendent in the state who has welcomed in a charter school, said the results prove that Sabis has a good formula for academic success.

He, too, was surprised at how far the children advanced in seven months.

"That's outstanding. This is about focus. If you focus on the goal of academics and you organize around it, you can't help but succeed," he said.

All city public school children in grades three through 10 took the Iowa tests in September and April. But only Sabis has the results, because they sent in their tests independently of the system.

Negroni said schools will have their results this week. He expects schools across the city will show similar improvements because of a stronger focus on results.

Even the teachers' union, which strongly opposes charter schools, offered congratulations. "I applaud them for their efforts. I would like to see what their techniques are," said Linda Wilson, president of the Springfield Education Association representing the city's 2,100 teachers.

Wilson said the union continues to oppose charter schools as set up by the state, because they "take money away from other students."

While the average elementary school gets \$3,800 per pupil this year, Sabis got a system average of \$5,450 per student, an amount set by the State Department of Education.

Glickman also believes slightly schools will show strong academic gains when the rest of the test scores come out.

And Sabis will not stop here but will continue to improve, he said.

"We're not going to sit on our laurels. We're going to keep working on this," Glickman said.

of students in the fifth month of grade nine.

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As expected, parents are pleased with the results.

"Thrilled is the word for how we feel," said Ruth Moorhouse, the mother of two daughters and one of the parents who pushed for Sa-

Please see School, Page A10

Performance Level		September '95	April '96
2	Grade 1, month 9	Grade 3, month 6	Grade 3, month 2
3	Grade 2, month 2	Grade 3, month 6	Grade 3, month 2
4	Grade 3, month 5	Grade 5, month 3	Grade 4, month 2
5	Grade 4, month 5	Grade 5, month 5	Grade 5, month 2
6	Grade 5, month 7	Grade 7, month 0	Grade 7, month 8
7	Grade 7, month 8	Grade 9, month 5	Grade 9, month 8

SPRINGFIELD
EAST LONGMEADOW
HAMPDEN
LONGMEADOW
WILBRAHAM

WEDNESDAY, JUNE 11, 1997

Union-News

Charter school boosts scores

Sabis International has produced significant progress in the academic achievement of its students during the past 2 years.

By MARY ELLEN O'SHEA
Staff writer

SPRINGFIELD — In just two years, Sabis International Charter School has gone from nearly the lowest to among the highest in the city for student performance.

Iowa Test of Basic Skills results released yesterday show that 62 percent of the children at the former Glickman Elementary School are performing on or above grade level.

Sabis, with its test-driven method of teaching, has shown the greatest success at the middle-school level. The rest of the public school system hasn't fared as well.

In tests taken this spring, sixth-graders on average performed at the level of early seventh-graders, eighth-graders as early ninth-

of that grade. The lowest group is the fourth-graders, who tested one month ahead of their level.

Schools Superintendent Peter J. Negroni, who is on the Sabis board of directors, said all schools can learn from the success at Sabis.

"This should demonstrate to everyone that we need to focus on the issue of reading. Standards have to be looked at. We have to be of one mind in concentrating on the issue of achievement," Negroni said.

Sabis has advantages over other city schools, as the teachers' union, Springfield Education Association, has been pointing out since the school opened in 1995.

For one, its special education population is at 8 percent, compared to 15 percent in the rest of the system. And only 60 percent of Sabis students receive free and reduced-cost lunch, as compared with 70 percent in other public schools here.

Also, the school is racially out of balance. Of the 600 students, 39 percent are white, 31 percent Hispanic, 29 percent black and 1 percent Asian. The system has 25,000 students with a mix of 28 percent white, 39 percent Hispanic, 31 percent black and 2 percent Asian.

On the other hand, Sabis includes more students in its test scores, with 94 percent of all students in scores released to the public. Omitted are more special needs students than Sabis leaves out and, in some cases, students who attended a school for only part of the year or who were frequently absent.

Sabis is one of 25 charter schools in the state created under the Education Reform Law. The schools, run by private groups, receive funding from the state on a per-pupil basis, which for Sabis is \$3.4 million this year.

Sabis school performance levels

Sept. '96 April '97

Grade	Sept. '96	Grade 1, Month 7	Grade 2, Month 1	Grade 3, Month 6	Grade 4, Month 3	Grade 5, Month 4	Grade 6, Month 1	Grade 7, Month 7	Grade 8, Month 9	Grade 9, Month 0	Grade 10, Month 8	Grade 11, Month 0	Grade 12, Month 1
2	■	■	■	■	■	■	■	■	■	■	■	■	■
3	■	■	■	■	■	■	■	■	■	■	■	■	■
4	■	■	■	■	■	■	■	■	■	■	■	■	■
5	■	■	■	■	■	■	■	■	■	■	■	■	■
6	■	■	■	■	■	■	■	■	■	■	■	■	■
7	■	■	■	■	■	■	■	■	■	■	■	■	■
8	■	■	■	■	■	■	■	■	■	■	■	■	■

Staff chart

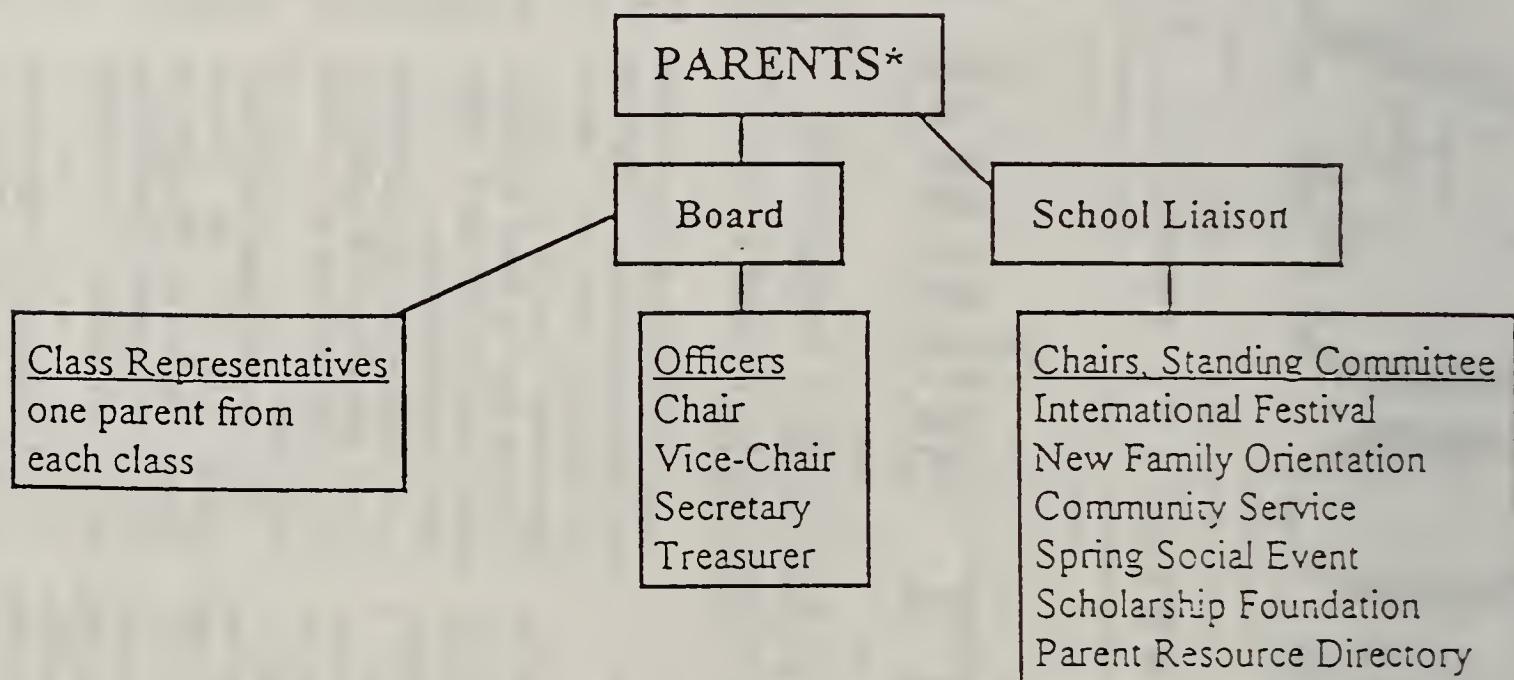
Parent Connection Mission Statement

The purpose of the parent group at SABIS® is to create an optimum environment for students and parents and to facilitate communication between SABIS® and parents.

Goals:

1. Increase communication among parents, staff and students.
2. Provide more social interaction among students.
3. Provide more interaction among parents.
4. Provide a structure for parent volunteer activities.

The Parent Connection is organized as follows:



Task forces may be created from time-to-time as needed.

*All parents are automatically members of the Parent Connection

Committee Descriptions

- **International Festival:** a fall festival for the school community centered around international themes to raise money for scholarships. Included during the day are crafts, games, a fun-run, food booths, silent and live auctions, a raffle and entertainment.
- **Used Book and Uniform Sale:** an August sale where parents can buy used books and uniforms at half price or less. The proceeds fund the activities of the Parent Connection.
- **New Family Orientation:** a picnic and orientation for new students in grades 1-12 and their families held before school begins. It is hosted by room representatives and their families.
- **Community Service:** plans activities involving the school in outreach programs; sponsors a variety of projects, including the provision of goods or services to social service agencies.
- **Spring Social Event:** a fun, social event for parents (last year a dinner/dance with live entertainment)
- **Scholarship Foundation:** raises funds and distributes scholarships to qualified students.
- **Parent Resource Directory:** a booklet that contains information regarding the occupation, special interests, and skills of parents

Parents are invited to join any of the committees at any time. Contact the Chair of the Committee (listed in the student directory).

All parents are encouraged to attend the Parent Connection's monthly meetings. The time and date is listed on your master and monthly calendars.

Student Life

The School is a college-preparatory school. The School prepares students for college and a life of continuous learning. The aim of The School is to develop boys and girls equipped with the ability and the morality to face the challenges of the future and to ensure a better life for themselves, their communities, countries, and the world. SABIS® students are expected to uphold high standards of conduct and promote ethical and civic values.

The School plays a major role in establishing a foundation for its students. The curriculum encompasses academic, physical, social, emotional, and ethical growth. Ideally, the attainment of these goals is most efficiently and effectively achieved when administrators, teachers, parents, and **students** work together.

Student Life is a student organization that, in essence, mirrors the administration of The School. Its mission is to improve and uphold the standard of life for the students in the school, which is a miniature society of its own. Like any other society, it is vital that its members be encouraged to work together to achieve the goals of the individual and the community.

Guidelines of Student Life

Essentially, each and every student has a role in **Student Life**. At a very basic level, all students are expected to be responsible and productive members of the school, abiding by school rules and supporting the school philosophy. These expectations are continuously expressed to all “citizens” of this mini-society who are expected to treat every other person with dignity and respect. The basic beliefs of The School serve as the guidelines of **Student Life** in its day-to-day operation.

Student Life Merit Points

Students earn merit points that reflect the quality and extent of their contribution to a better life in school. Points are assigned according to the level of responsibility required for the perfect job and the time necessary to complete the specific task. When students serve in any perfect capacity, it is their responsibility to record the date and nature of the job on their time sheet. These points are tallied per term and a listing of corresponding points is recorded on the report card. We make every effort to help all students find a “nitch” based on their interests and times they have available to serve.

Perfect System

In addition to each individual’s obligation in general to help The School and its “citizens” to excel and to create an atmosphere of respect and caring, **Student Life** is implemented by a perfect system. In a perfect system, students are assigned to or volunteer for a variety of tasks and are given varying degrees of leadership responsibilities in a hierarchy of authority. Students entrusted with any degree of leadership are called perfects.

Organization of Student Life

Student Life is divided into the following main areas:

1. **Academic**
 - a) Classroom Academic Perfects
 - b) Tutors
2. **School Management**
 - a) Hallway
 - b) Cafeteria
 - c) Playground
 - d) Bus Perfects
3. **Activities – Special Events**
4. **Sports**
 - a) After – school sports
 - b) Equipment Check in/Check out
5. **Library**
6. **Computer Lab**
7. **Traffic Patrol**
8. **Teachers' Helpers**

DISCIPLINE CODE

The Chicago International Charter School expects all students to conduct themselves in a socially responsible manner. Disciplinary measures are used to maintain a safe and orderly school environment which promotes the SABIS® educational philosophy of providing a college preparatory curriculum for all students.

Students guilty of gross disobedience or misconduct or continue actions which disrupt the learning environment for other students may receive an external suspension up to ten days or expelled. The following acts may be considered as examples of “gross disobedience or misconduct.”

- Fighting
- Assault on a student or any school employee (Assault is interpreted as an attempt to do bodily harm to a student or to any staff member)
- Arson
- Creating a false fire alarm
- Excessive truancy (Absence without a just cause)
- Repeated tardiness
- Use of profane, vulgar or obscene words, gestures or other actions which disrupt the school environment
- Insubordination (Refusal to follow orders, directions or stated school rules)
- Participation in acts designed to disrupt classroom or school activities
- Repeated failure to follow stated school rules and procedures
- Smoking in school property
- Under the influence of and/or possession of alcohol or drugs, including “look-alike” drugs
- Destruction of property
- Theft
- Involvement in gang activity, including the wearing of gang clothing and displaying of gang signs
- Possession of weapons
- Acts that obstruct or interrupt the instructional process in the classroom
- Any acts that endanger the safety of the other students, teachers or any school employee
- Repeated refusal to participate in classroom activities or complete academic assignments

Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case. Effort will be made to discipline students while maintaining them in regular school programs. The following options may take place:

1. Warnings and advisement to assist the student to discontinue the undesirable behavior.
2. Student placed on the behavior management plan which outlines consequences for his/her behavior.
3. Detention after school. If detention is given, parents must make arrangements to transport the student home.
4. Students placed in In-School Suspension Program for one to five days.

5. A student may be externally suspended or expelled for extreme behavior (even if the first offense), or if the student presents a danger to himself/herself or others, or if the student demonstrates an unwillingness or inability to abide by school rules after the above consequences have been tried. The term of each suspension is at the discretion of the administration.

Procedural "Due Process" will be afforded to all students subject to discipline and shall include following procedures:

1. The opportunity to respond to the charges in front of a qualified teacher or administrator of the school.
2. The opportunity to present witnesses.
3. Notification of all evidence.
4. Right to a formal hearing with the Director of the School.
5. Right to know the outcome of the hearing within five school days.

When a student is externally suspended or expelled from school the following procedures will be followed:

1. In non-emergency situations, immediately prior to the suspension, the school administrator will advise the student of the charges and explain the evidence supporting those charges. The student will be provided the opportunity to tell his/her side of the story. This will be followed by a letter to the parents as soon as possible.
2. The parents/guardian will be immediately notified by the phone that the child is being suspended and requested to come to school to take the child home.
3. In emergencies, if the conduct of the student is severely disruptive, the student will be immediately removed from the building by the police if necessary or by the parent/guardian and formal charges will follow.
4. Parent /guardian and the child will be presented the reasons for suspension and be given a conference date as soon as possible. The conference may occur on the same day as the suspension, but there must be a conference held with the parent/guardian, child and school officials prior to reinstatement to school.
5. The school administrator will clearly state the number of days the child will be suspended and will follow this oral presentation with a letter to the parent/guardian summarizing the reasons for the suspension, the conference date and the right to request a formal hearing of appeal with a hearing officer, which will usually be the school Director.
6. A written request for a formal hearing of appeal must be submitted to the Director within five school days following the initial suspension. A formal hearing with a hearing officer, usually the Director of the school will be scheduled within five school days after receiving the written request. The parent/guardian will receive a written decision from the hearing officer within five working days following the formal hearing.

Edward P. Hickey
Chairman, Board of Trustees
SABIS International Charter School
6 Maple Place
Foxboro, MA 02035

December 29, 1997

Mr. Robert V. Antonucci
Commissioner of Education
Department of Education
Boston Office
1 Ashburton Place
Room 1403
Boston, MA 02108

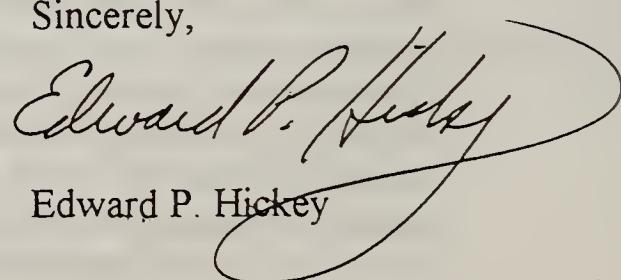
Dear Mr. Antonucci:

I currently serve as Chairman of the Board of Trustees of the SABIS International Charter School. Together with six other area community members, the Board of Trustees was formed to bring a charter school to this area, as the Board members believe that a choice in area public education will be very beneficial to area students and parents.

The Board has partnered with SABIS Educational Systems, Inc. to provide a turnkey approach to this school. Through numerous meetings, research, and visits to existing SABIS International Charter Schools, we have every confidence that the SABIS approach is an effective one. We believe the SABIS Educational Systems approach offers an appealing option to students and parents in this area who believe academic excellence is achievable by all through the use of a rigorous and structured curriculum.

If granted a charter, the Board of Trustees will engage SABIS to operate all aspects of the school, while being held accountable to the Board of Trustees to offer the educational experience as defined in the Charter application.

Sincerely,



Edward P. Hickey

TEACHER EVALUATION

Evaluation is a cycle of planning, implementation, observing, and correcting. It provides important feedback for personal and professional development. It is also a way to confirm behavior supportive of school policies and goals. The common goal that teachers and administrators share make them partners in the evaluation process. Evaluations are to be conducted in an open and friendly atmosphere.

EVALUATION CRITERIA

(1) Instructional

- plan/organize lessons—includes homework, tests, enrichment and remedial material
- classroom instruction—motivate students, focus instruction, use point system, make clear presentations, checking the learning, reviewing or re-teaching as needed, evaluation and feedback
- presentations, explanations, directions are given in a manner understood by students
- maintain student attention in class—involve students by asking questions, encouraging participation, etc.
- demonstrate knowledge of subject matter through instruction and material development

(2) Classroom Management

- maintain positive classroom environment
(praise, interact with students, have positive rapport)
- manage time well
- uphold school code of conduct
- prevent behavior problems by intervening early
(mobility, interacting with students)
- maintain control of student behavior
- reinforce/reward appropriate social and academic behavior
- participate in general supervision throughout the school
- maintain positive & professional attitude toward students
(fair in grades, calling on students, giving attention)
- have reasonable expectations of students (accept normal developmental behavior patterns, and overlook inconsequential behaviors)

(3) Results/Value Added

evaluate the effectiveness of teaching based on results of student achievement
(student performance on tests, standardized tests)

(4) Rapport with Students

enthusiasm in being involved with students, effective in interacting with them, and general contribution to the success of student life

(5) Professional Relationships

- parents (professionalism in all aspects)
- colleagues (respect, help others)
- administrators (cooperation, willingness to try new ideas, ability to accept constructive criticism and improve)

(6) Commitment to Organization

- initiative in promoting/marketing the school
- maintaining and projecting a positive image of the school
- active participation in the general success of the school
- involvement in school improvement—bring issues/concerns to administration
- general effort and enthusiasm

(7) Professional Growth (self and others)

- learning/studying—being a student of learning
- reading and promoting reading to others
- willingness to share expertise/ideas with other and help them develop professionally
- pursuit of higher education (courses, M.A.)

(8) Uphold School Policies and Procedures